

**THE INFLUENCE OF USING COLLABORATIVE STRATEGY READING  
(CSR) TOWARDS STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT AT THE SECOND SEMESTER OF  
TENTH GRADE OF MAN 02 NORTH LAMPUNG  
IN THE ACADEMIC YEAR OF 2019/2020**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By**

**NURUL MUSAROFAH  
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**Study program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2020**

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**Advisor : Syofnidah Ifrianti, M.Pd**

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RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG**

**2020**

## **ABSTRACT**

### **THE INFLUENCE OF USING COLLABORATIVE STRATEGY READING (CSR) TOWARD STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF MAN 02 NORTH LAMPUNG IN THE ACADEMIC YEAR 2019/2020**

**By  
NURUL MUSAROF AH**

The purpose of this research is to find out (1) the differences between students' reading comprehension narrative text that taught by using Collaborative Strategy Reading and those who taught using Fix-Up Strategy of the tenth grade of MAN 02 North Lampung. (2) the influence of using Collaborative Strategic Reading (CSR) toward students' reading comprehension in narrative text.

This research was used a quasi-experimental design to collecting data. The data obtained through tests of reading comprehension in narrative text in pre-test and post-test. This study has 2 variables, namely the use of Collaborative Strategic Reading (CSR) as independent variables and students reading comprehension in narrative text as the dependent variable. The population of this study was all students of tenth grade of MAN 02 North Lampung, totally 112 students. The sampling technique uses simple random sampling. Based on sampling obtained class X MIA 2 (26 students) as an experimental class and class X MIA 1 (28 students) as a control class. The result of validity test shows that from 50 questions there were 20 valid questions and 30 questions was failed. Reliability is calculated by using Cronbach Alpha, with a reliability coefficient of 0.690 for pre-test and 0.860 for post-test. The data was analyzed by using t-test.

The results of data analysis computed by using SPSS, it was obtained that  $Sig.a = 0.039$  with a significance level of 0.05. This shows that there are differences significant between the control class and the experimental class. The average value of the end of the experimental class is 84.04 greater than the class the control is 72.50. This shows that the value of students in class the experiment were better than the value of the control class students. Therefore it can be concluded that the use of Collaborative Strategic Reading techniques (CSR) is more effective in learning reading comprehension.

**Keywords: Collaborative Strategy Reading, Narrative Text, Quantitative Research, Quasi Experimental Design, Reading Comprehension.**





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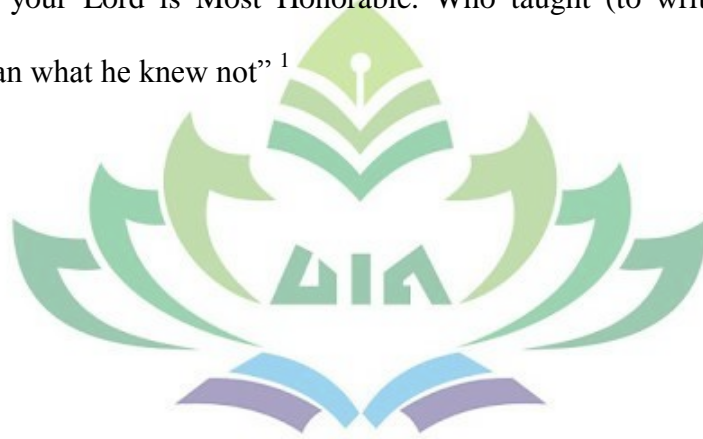
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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ  
مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ  
بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read in the name of your Lord Who created. He created man from a clot.  
Read and your Lord is Most Honorable. Who taught (to write) with the pen.  
Taught man what he knew not”<sup>1</sup>



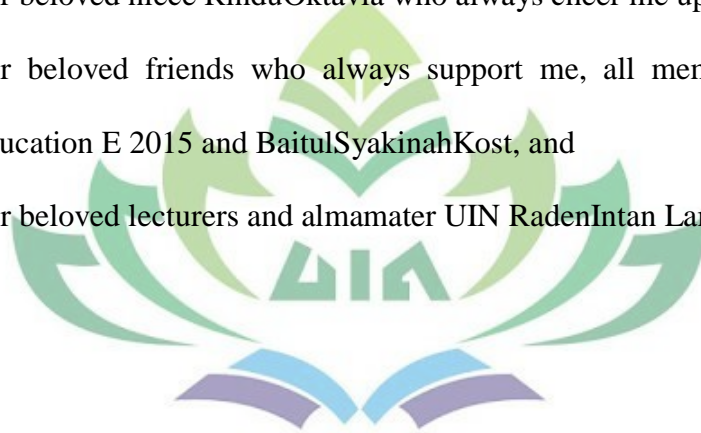
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<sup>1</sup>A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1162

## DEDICATION

This undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this undergraduate thesis to:

1. Her beloved parents, Mr. Suparno and Ms. Sunarseh who always pray for me, give me motivation, support my study, advises me wisely,
2. Her beloved brother and sister, SitiKholifah and Ahmad Supihan who always give me motivation for my success,
3. Her beloved niece RinduOktavia who always cheer me up,
4. Her beloved friends who always support me, all members of English Education E 2015 and BaitulSyakinahKost, and
5. Her beloved lecturers and almamater UIN RadenIntan Lampung.



## **CURRICULUM VITAE**

NurulMusarofah was born in Mekar Sari on July 12, 1997. She is the second child of three children of Mr. Suparno and Ms. Sunarseh. She has one sister her name is SitiKholifah and one brother his name is Ahmad Supihan.

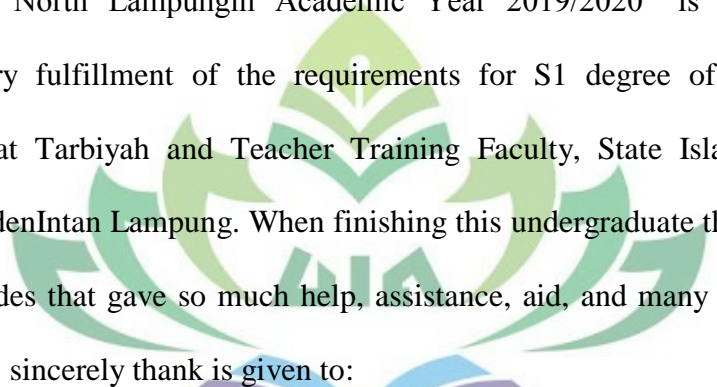
She began her study at elementary school of SDN MekarAsri in 2003. She graduated from elementary school in 2009. Then, she continued at Junior High School of SMPN 01 Sungkai Tengah in 2009, it school she joined scout extracurricular . After graduating from junior high school in 2012, she continued again her study at Senior High School of MAN 02 North Lampung in 2012,here he actively participates in scout extracurricular activities, drum bands and PMR. In 2015, she graduated from Senior High School. Furthermore, in the same year, she continued her study in the State Islamic University of RadenIntan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

She joined the organization named KOPMA as administration staff. In 2018 she attended a 40-day real work lecture (KKN) in the village of Adiluwihpringsewu. Then in the same year she attended the field practice (PPL) for 50 days at SMK Taruna Bandar Lampung



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Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,

2020

The researcher,



**NurulMusarofah**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Generally, reading is communication between the writer and the reader. According to Mania and Elham, reading functioning as a major channel for receiving information, has always been connected with knowledge acquisition, maturation of thoughts, and advancements.<sup>1</sup> By using this skill, the readers try to find the information and to understand the meaning of the text that they read and delivered by the writer in written form. Reading had an important role in teaching and learning process.

Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.<sup>2</sup> Hence, reading comprehension is the complex process of finding the meaning of the text. It needs the coordination between the word reading and the knowledge of the reader to get the meaning of the text.

Reading process will be success if the students can get good responses when they do learning process. To do that the teacher should give a good reading text for the students. Harmer stated that good reading texts can introduce interesting topics, stimulate discussion, excite

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<sup>1</sup>Mania and Elham, *The Comparative Effect of Teaching Metacognitive Strategies and Collaborative Strategies Reading on EFL Learners' Reading Comprehension*. IJALEL, Volume 6, No. 3 (May 2017), p. 01

<sup>2</sup>Jannete, Sharon, and Alison, *Teaching Reading Comprehension To Student With Learning Difficulties* (New York: The Guilford Press, 2007), P. 02



imaginative responses and be the springboard for well-rounded, fascinating lesson.<sup>3</sup> So, the students should understand about what they read and the teacher also should give a good reading text for the student in learning reading.

Learning reading is difficult for some students sometimes they find some problems in learning reading, because some of them are not interested in reading comprehension. Moreover, many students become frustrated when they have difficulties in reading process. This can happen because the strategies used by teachers in teaching reading tend to be monotonous and not appropriate to teaching reading comprehension. The teacher only gives instructions to students to read the text and then students answer comprehension question that have been provided in the book. As a result, students' reading comprehension skills are less than optimal. The lack of reading comprehension of students can be influenced by several factors. This can be caused by lack of student interest in the text they read, they have lack of vocabulary mastery, and also they are lazy in reading a text. It happens to students in MAN 02 North Lampung.

Based on preliminary research, the researcher found some students have low score in reading comprehension. From four classes in tenth grade of MAN 02 North Lampung there were 35 students at from 112 students who passed based on standard of minimum mastery (KKM) and there were 77 students who got scores under the standard of minimum mastery

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<sup>3</sup>Jeremy Harmer, *How To Teach English* (England: Pearson Education Limited, 2007), P. 99

(KKM). The standard of minimum mastery (KKM) of MAN 02 North Lampung is 70 include all of the skill in English study.<sup>4</sup> Therefore, the researcher assumes that most students in MAN 02 North Lampung are still difficult in reading comprehension. (See on Appendix 1)

Moreover, by interviewing an English teacher who teaching there the researcher knew that there were some teacher's problems in teaching and learning in reading activity. In teaching reading process, the teacher did not use a specific strategy to focus on reading comprehension. The teacher only asked the students to read the text, then the teacher correct what students read, after that the teacher gave an example how to read the text correctly then gave the students some questionnaire and ask the students to answer it.<sup>5</sup>

Based on the result of the questionnaire to the students in MAN 02 North Lampung (See appendix 3), most of the student had difficulties in learning reading process. They feel confused when they read the book because they do not have much vocabulary, they do not understand about the text and they cannot find main idea when they read the book. They just listen to the teacher but they do not understand about that. When the teacher gave the questions to the students, the students were still confused. The students did not get involved into learning process.

To solve those problems, it is suggested the student to read a lot.

The aim is to know how to understand the text without translating word by

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<sup>4</sup>TubagusPurnomo, *The English teacher in MAN 02 North Lampung*. An interview, (January 24<sup>nd</sup> 2019), Unpublished

<sup>5</sup>*Ibid.*

word. The classroom should have a good management which can stimulate the students to be active in teaching and learning process. The teachers should be able to choose the appropriate strategy to teach students'. The teacher must create the class atmosphere in such a way that the students cooperative each other. Thus, in this research the researcher used Collaborative Strategy Reading as an alternative way to create an active teaching learning process.

As stated by Klinger, CSR is a classroom strategy developed to take advantage of the potential of collaboration for language development in the classroom that students of various reading and achievement levels work in small cooperative group to assist each another.<sup>6</sup> It can be concluded that CSR is the strategy that can help the students to solve their problem in learning reading. The students' work in small group that can make the student will attract in teaching and learning reading process.

Based on the Klingner and Vaughn in Mania and Elham, Collaborative Strategy Reading (CSR) was designed to facilitate Reading Comprehension (RC) for the students who have different problem in reading.<sup>7</sup> This strategy was design to help student to understand about the text with their different problem in reading text. So, it can help the students to improve their reading comprehension especially in reading narrative text.

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<sup>6</sup>Klingner, et al, *Collaborative Strategy Reading "Real-Word" Lesson From Classroom Teachers* Remedial and Specialing Education, Vol. 25, No. 53 (October 2004), P. 2

<sup>7</sup>Mania and Elham, *Op.Cit*, p. 01



Klinger states that CSR helps students learn specific strategies associated with effective reading comprehension: brainstorming and predicting (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating questions and reviewing key ideas (*wrap up*).<sup>8</sup> So, this strategy will help the student to be active students in the reading class. This strategy has a role for each student in the group. It will make them more active and easier the student to understand the text that they read.

After looking for some references related to the research, the researcher found some evidences that had been done in the previous time by other researchers. The first research was conducted by Puspita from SebelasMaret University of Surakarta. This research focused on improving student reading comprehension by using Collaborative Strategy Reading (CSR). She found that the students have many difficulties to understand the text because they lack of motivation and vocabulary mastery. She conducted the research by using action research with two cycles at the VIII B grade. She used two instruments to collect the data, there are qualitative (Observation questionnaire, interview, dairy, and document) and quantitative (Pre-Test and Post- Test).<sup>9</sup> In this research, the present research was conducted to find the influence of Collaborative Strategy Reading toward students reading comprehension in narrative text. This

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<sup>8</sup>Klingner, et al, *Op.Cit*, p. 2

<sup>9</sup>ElliyaDwiePuspita, "*Improving Student Reading Comprehension Using Collaborative Strategy Reading (CSR) (A Classroom Research Study at Eight Grade Student of SMP Negeri 1 Ngadirojo in the Academic Year 2011/2012)*". (A thesis bachelor education program SebelasMaret University, Surakarta, 2012).

research was use quasi experimental research design. The objects of the research are students' senior high school of the tenth grade.

Another research was conducted by Wijayanti from Yogyakarta State University. In her research, she focused on the effectiveness of Collaborative Strategy Reading (CSR) students in reading German language skill. She used quasi experimental for her research, and conducted two groups for her research, the first group as an experimental class receiving Collaborative strategy Reading (CSR) and the second group as a control class receiving conventional technique to teaching reading German language skill. She was found the effectiveness of using Collaborative Strategy Reading (CSR) toward students reading German skill. In the result of the data concluded that students score in experiment class better than students control class.<sup>10</sup> It is different with the present research. The present research was focus on the reading text about narrative text and the subject that was English subject.

Based on the two previous research, the researcher conclude that Collaborative Strategy Reading (CSR) is a good strategy that can use to improve students reading comprehension. It can be proven by the result of the research that shown by the teacher CSR has significant influence in reading comprehension.

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<sup>10</sup>IwukWijayanti, "*KeefektifanPenggunaanTeknik Collaborative Strategy Reading (CSR) DalamPembelajaranKetrampilanMembacaBahasaJermanPesertaDidikKelas X SMA N02 BangunTapan, Bantul*". (Unpublished Thesis German study program Yogyakarta State University, Yogyakarta, 2013).

There are some differences between previous research and present research. The first previous research, was conducted concern about the impact of collaborative strategy reading and focus on students' reading comprehension but not in specific text. In this research she conducted her research by using classroom action research. The object was junior high school of Eight grade. The second previous research concern about the effectiveness of using collaborative strategy reading toward students' German language skill. The present research was conducted to know the influence of using collaborative strategy reading toward students reading comprehension in narrative text especially in legend material depend on the syllabus (See on Appendix 4). The research was used quasi experimental design with a sample of research using two classes. The object was senior high school in narrative text of the Tenth grade at MAN 02 North Lampung.

Based on the reason above, the researcher conducted a research entitled "The Influence of using Collaborative Strategy Reading (CSR) toward Students Reading Comprehension in Narrative Text at the Tenth Grade of MAN 02 North Lampung in the Academic Year 2019/2020".

## **B. Identification of the Problem**

Based on the background of the problem, there are some problems that can be indentified in this research, they are:

1. The students' reading comprehension is still low



2. The students had difficulties in comprehending the text because of their lack of vocabulary mastery.
3. The teacher strategy is not appropriate in teaching reading comprehension

### **C. Limitation of the Problem**

This research was focus on the influence of using Collaborative Strategy Reading (CSR) is effective on students' reading comprehension in narrative text at the second semester MAN 02 North Lampung in 2019/2020 Academic Year. Based on the syllabus, the topic that was be studied by the students in narrative text material about legend.

### **D. Formulation of the Problem**

Based on identification and limitation of the problem, the formulate of the problem question as follow: Is there any influence of using Collaborative Strategy Reading (CSR) toward students' reading comprehension in narrative text at the Tenth Grade of MAN 02 North Lampung in the Academic Year 2019/2020?

### **E. Objective of the Research**

The objective of the research was to know whether there is a significant influence of Collaborative Strategy Reading (CSR) toward student reading comprehension in narrative text at the second semester of MAN 02 North Lampung in 2019/2020 Academic Year.

## **F. Significance of the Research**

The uses of this research are as follows:

### **1. Theoretical Contribution**

The result of this research to give information to the next researcher about the influence of Collaborative Strategy Reading (CSR) toward students' reading comprehension in narrative text, therefore the result of this study can be used as a comparison for further research.

### **2. Practically Contribution**

#### **a. For the teacher**

To inspire the teacher to determine the strategy that appropriate to the material and students condition.

#### **b. For the students**

The result of the research was gave students' motivation and make them interesting in learning English, especially in reading comprehension in narrative text.

#### **c. For the Institution**

The result of this study contributed the institution to fulfill the demand of English curriculum.

## **G. Scope of the Research**

The scope of the research as follows:

### **1. Subject of the research**

The subject of the research was the student of tenth grade at the second semester at MAN 02 North Lampung.

### **2. Object of the research**

The object of the research was students reading comprehension in narrative text and the use of Collaborative Strategy Reading.

### **3. Place of the Research**

The research was conducted at MAN 02 North Lampung

### **4. Time of the research**

The research was conducted at the second semester of the tenth grade in the academic year 2019/2020.



## CHAPTER II

### FRAME OF THEORY

#### A. Concept of Reading

Reading is one of the four language skills that should be mastered by students. Reading is important skill. Patel and Jovi state that reading is most useful and important skill for people.<sup>1</sup> Consequently, reading is very important for the students. Because with reading students will know more what should they write or speak. Johnson said that reading is the practice of using text to create meaning. He also says that reading is a constantly developing skill. It also can defined that reading is the process of constructing meaning from the text and it can developed students reading skill.

Reading is the construction meaning from the text. Reading is the processes by which the meaning of a written text is understood.<sup>2</sup> Hence, reading is the process of getting the information from the text in written or printed form. Reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader.

According to Johnson, reading is the practice of using text to create meaning. He also says that reading is a constantly developing skill.<sup>3</sup> It means that reading is some activity to understand the meaning of the text.it

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<sup>1</sup>M.F Patel. *Englsih Language Teaching (Methods, Tools, and Tecniques)*. (Jaipur: Sunrise Publishers, 2008), p.113

<sup>2</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, (4<sup>Ed</sup>) (Longman: Pearson Education Limited, 2010), p. 483

<sup>3</sup> Andrew P. Jhonson, *Teaching Reading and Writing*, (USA: Rowman& Littlefield Education, 2008), p. 4



also can define that reading We know that when we do reading we need the purposes of reading activity. We do reading is to know or understand about the meaning of the text. And reading is some activities that can do by all the people. Because it is constant skill that possessed by all human.

Reading is comunication between the writter and the reader. The writter want to give the information to the reader in the text and the reader shoul read the text. If they want to know and understand the information on the text. The reader should read the text that will give them the information. To understand this text, the reader obviously needs to be able to (1) read the words, (2) retrieve the words' meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about.<sup>4</sup> It means that the reader or student should dominate their eyes and brain to find the information in the text. The eyes receive message and the brain has to work to send the message for the eyes. It means that the student receive the message with their eyes and understand the meaning by their brain. It is the correlation between the eyes and the brain.

Based on those explanations above, it can be conclude that reading is an activity by using eyes and brain to help the reader to know about the topic or the information of the text. Reading is an important skill for the student.

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<sup>4</sup>.Dona M. Scanlon, Kimberly L. Anderson and Joan M. Sweneey, *Early Intervention for Reading Difficulties*, (New York: Guildford Press, 2010), p. 10

## B. Types of Reading

There are two types of reading that usually applied in reading class, extensive and intensive reading. The definition of each types are:

### 1. Intensive Reading

The classic procedure for intensive reading is the grammar approach where the teacher works with learners.<sup>5</sup> Therefore, intensive reading is the process of comprehend the text with accuracy by the teacher and the students. In intensive reading, it involves with translation and comprehension of the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier. In intensive reading, it will focus on comprehension aspect, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, etc.

### 2. Extensive reading

Extensive reading is the process of learning with accuracy. Nation states that during extensive reading learners should be interested in what they are reading.<sup>6</sup> The students should be focus on the text that they read. The students also should pay attention to get the meaning of the text. The students should choose a text that can make them interest, so they just focus on getting the meaning and comprehend of the text well.

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<sup>5</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.25

<sup>6</sup> I.S.P. Nation, *Ibid.*, p.50

### C. Concept of Reading Comprehension

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. It stated by Yosta in Shaleh.<sup>7</sup> Here the reader should read the text to find the information. The reader should use their ability to find the information in the text that they read. In another addition that stated by Brown in Ifrianti, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.<sup>8</sup> From this definition, we can know that reading comprehension is the skill that will improve the student reading comprehension. Like to improve their vocabulary mastery, the language, etc. they can know much new vocabulary with find out the hard word. And student can improve their vocabulary mastery.

In teaching reading, the teacher must know the specification of reading comprehensions. The specification of reading comprehension that state by Brown are:

1. Main idea
2. Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for specially stated detail)

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<sup>7</sup>Yuwin R. Saleh, "Improving Students' Reading Comprehension Through Cloze Test Method". *Jurnal Al- Lisan*, Vol. 1 No. 1 (june 2015), p. 92

<sup>8</sup>SyofnidahIfrianti, "Increasing Student's Reading Comprehension By Using Jig Saw Technique" *Jurnal Tadris Bahasa Inggris*, Vol. 5 No. 1 (2013), p. 151

6. Supporting idea
7. Excluding fact not written (unstated detail)
8. Vocabulary content.<sup>9</sup>

Based on those criteria, it has differences in each criteria as follows:

Main idea is an idea/notion that the subject of paragraph development. The main idea is continued in the main sentences.

Expressions/ idiom/ phrases are context. Expression is the act of saying what you think or showing how you feel using word or action. Idiom is a word or phrase which means something different from its literal meaning. Phrase is a group of two or more word that express a single idea but do not usually form a complete sentence.

Inference is same as a conclusion or implied detail of the text.

Grammatical feature is about the grammar of the text like the kind of the text or the tense that used in the text.

Detail (scanning for a specifically stated detail). Detail is a small part of something.

Excluding facts not written (unstated detail) is the facts or details that are not written in the text.

Supporting idea is a sentence that supports the main idea.

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<sup>9</sup>SyofnidahIfrianti, *Ibid*.



The last criteria are vocabulary in context. Vocabulary is all about the word in a language or a special set of words that you are trying to learn.

In addition, reading comprehension means that the students must read and interests with the printed or written symbols with his cognitive skill and his knowledge of the world. It can be known that reading is not just about reading the text, but it is about how the students can comprehend the idea of the text.

#### **D. Concept of Teaching Reading Comprehension**

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting materials and choosing appropriate technique. In English language teaching, teaching reading should be main priority for the teacher to be considered when the students begin their school.

Teaching Reading is not easy. Teachers are challenged to be innovative in order to make their class being active.<sup>10</sup> In teaching reading process the teacher should make the students to be active students in reading activity.

There are many considerations in teaching reading. The teacher has presented in the predicting section is a set of what they believe are the

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<sup>10</sup>SyofnidahIfrianti, *Op. Cit*, p. 152

most important principles. However, each of these principles must be adapted for a specific context, for a specific language, and for students of different in abilities. Teaching reading is difficult work. Teacher must be aware of the progress than students are making and adjust instructions to the changing abilities of students.

It can be said that reading is not a passive skill. The student must enjoy when they do reading. As we know that the goal of reading is to make the reader can get the information from the text that the reader read. In reading the teacher not just give reading text to the student, but the teacher must pay attention about how to teach reading to the student. The students and teacher can be a partner that can make reading process more effective.

## **E. Concept of The Text**

### **1. Definition of Text**

Text is words or sentences woven together to create a single whole.<sup>11</sup> Text is a think to communicate the information for the reader. Text is communication system to organize the information. A text is any completed act of communication such as greeting, novel, magazine, etc. With text the writer will give the information to the reader. In the text the reader can find more information. Text is a something that uses by the writer to give the information to the reader.

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<sup>11</sup>Emi Emilia, *Pendekatan Berbasis Teks (Genre-Based Approach)*  
*Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016), p.14

Text have a structure, they are grammatically of word, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meaning.<sup>12</sup> Therefore, text is the form of communication between the writer and the reader. It is recognized structure of text on grammatical of words, clause, and sentences.

## 2. Kind of Text

Kind of text that found on the Emilia, she classified kinds of text that use to teach students, such as:

- a. Recount, to retell an event for the purpose of informing or entertain
- b. Descriptive, to describe a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific.
- c. Narrative, to amuse, entertain and to deal with actual or various experience in different ways.
- d. Procedure, to explain how something in accomplished through a sequence of actions or steps.
- e. Hortatory exposition, to persuade the readers or listeners that something should or should not be the case.
- f. Analytical exposition, to persuade the readers or listeners that something in the case.

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<sup>12</sup> Ken Hyland, *Teaching And Researching Writing*, (2<sup>nd</sup> Ed) (Edinburgh Gate: Pearson Education Limited, 2009), p.8

- g. Discussion, to present (at least) two points of view about an issues
- h. Explanation, to explain the process involved in the formation of working of natural or socio-cultural phenomena.<sup>13</sup>

Based on those explanations, it can be known that many types of text in teaching language. Each of them has different characteristic and purpose. This research will explain about narrative text. Narrative text is type of text which has a purpose to present a view of world that entertains and inform the readers.

## **F. Concept of Narrative Text**

There are many kinds of text in English. Every text has different in definition, social function, language features, generic structure. This research will focus on narrative text.

### **1. Definition of Narrative Text**

Generally, narrative text is a text which tells a story or an accident in the past. As revealed by Arise that narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problem.<sup>14</sup> The other statement come from Emilia, she states that narrative text is a text that tell about someone or group and also to exploring social and culture values within a community group.<sup>15</sup>

Consequently, narrative text is a text that tells about the story in the

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<sup>13</sup>Emi Emilia, *Op. Cit*, p.86

<sup>14</sup>Arise Munad," *Narrative Text: Definition, Purpose, Generic Structures and Example of Narrative Text*" (Online), tersedia di: <http://duoulala.blogspot.com/2013/07/narrative-text-definition-purpose.html>, (13 September 2019)

<sup>15</sup> Emi Emilia, *Op. Cit*, p.102



past and it is to entertain or inform the reader. Narrative text will give the resolution of the problem in the end of the story and it also gives the moral lesson to the reader.

## 2. Social function of Narrative Text

Social function of narrative text is to amuse entertain and to deal with actual or various experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.<sup>16</sup> The purpose of narrative text is to give entertain and to deal with various experience in different ways. Then will be complication which the problem arises. The resolution comes to solve in the story.

## 3. Generic Structure of Narrative Text

The generic structure of narrative text, they are:

### a. Orientation

- Introducing the characters and retell the character to the readers.
- Retelling place of the story (who, what, when, and where)
- Give the clue about the problem

### b. Complication

Telling about the problem or something happened in the story

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<sup>16</sup>SanggamSiahan and KisnoShinoda, *Generic Text Structure*, (Yogyakarta: GrahaIlmu, 2008), p. 73

c. Resolution

The ending of story containing the solution.<sup>17</sup>

From those explanations, it can be concluded that narrative text introduces orientation to lead the researcher to the context. It is continued by complication, which tells about the events and solve problem in a narrative. Then it is solution of problem in resolution.

#### 4. Language Features of Narrative Text

Based on Anderson in Mursalina, there are the language features of narrative text:

- a. Nouns that identify the specific characters and place in the story,
- b. Adjective that provide accurate descriptions of the character and setting,
- c. Verbs that show the action that occur in the story,
- d. Time words that connect events to tell when they occur, the use of simple past tense and past continuous tense.<sup>18</sup>

#### 5. Kinds of Narrative text

After discussing definition, generic structure and language feature of narrative text in previous post, now we want to continue

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<sup>17</sup> Emi Emilia, *Op.Cit*, p. 103

<sup>18</sup>ShallyMursalina, “*The Use Of Collaborative Strategy Reading to Teach Reading*”.  
Research in English and Education, Vol. 03 No. 02 (June 2018), p. 162

discussing about kind of narrative text. It supported by Nurdiono he stated kinds of narrative text, they are:<sup>19</sup>

a. Myth

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

Example of Myth:

- The Story of Batara Kala Swallowed Sun
- The Myth Of Malin Kundang

b. Legends

Legends also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or deeds. People are living in a more recent and is mentioned in history. Stories submitted for the purpose and is based on the facts, but they do not really exist.

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<sup>19</sup>Nurdiono, "Kinds of Narrative Text" (Online), tersedia di:  
<https://www.nurdiono.com/kinds-of-narrative-text.html>, (01 July 2020)

Example of Legends:

- The Story of Crying Stone
- The Story of Toba Lake
- The Legend of Surabaya

c. Fables

Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

Example of Fables:

- The Story of Crocodile and Mouse deer
- The Wolf And The House Dog

d. Fairy Tales

Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres. Sometimes animal characters.

Example of Fairy Tales:

- The Story of Mermaid
- Snow White And The Seven Dwarfs



## 6. Example of Narrative Text

### The Legend of RawaPening

#### ORIENTATION

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

#### COMPLICATION

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; "Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!" the little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

RESOLUTION

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as RawaPening Lake in Salatiga, Central Java, Indonesia.

Source: (<http://englishadmin.com/2015/10/12-contoh-narrative-text-legend-dan.html#1>) (9.30)

## G. Concept of Collaborative Strategy Reading

### 1. Definition of Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading (CSR) is designed for students who have very low comprehension in reading English text.<sup>20</sup> CSR was designed for students who have difficulties in reading comprehension. CSR also helps the students to increase their comprehension. CSR helps students learn specific strategies associated with effective reading comprehension.<sup>21</sup> It can be said that CSR was design to help

<sup>20</sup> Indah FadhilahRahman, *The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students Reading Comprehension*, UIN AlaudinMakasar, Vol. 01, No. 01 (June 2015), p. 3

<sup>21</sup> Klingner, et al, *Collaborative Strategy Reading "Real-Word" Lesson From Classroom Teachers* Remedial and Specialing Education, Vol. 25, No. 53 (October 2004), P. 2

students in specific strategies and effective strategies in teaching reading comprehension.

CSR is the strategy that combines between cooperative learning and reciprocal teaching. It was supported by Grabe, he states that CSR combines cooperative learning and reciprocal teaching.<sup>22</sup> Furthermore, Grabe also states that using CSR the learners work in group, activate their prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate significance points, summarizing the text, and form proper questions about the text.<sup>23</sup> It means that CSR is the strategy that used to help the students comprehend the reading easily because they work in a group and each of them has a role to find the information from the text.

CSR consists of four reading comprehension strategies that are applied before, during, and after reading, CSR strategies are: preview, click and clunk, get the gist, and wrap up.<sup>24</sup> In every strategy or step, it has different aim. The students must work in this strategy. The goals of CSR is to improve reading comprehension and increase conceptual learning in ways that maximize students involvement, to enhance reading comprehension skills for students with learning difficulties and

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<sup>22</sup>William Grabe, *Reading in a second language moving from theory to practice*, (New York: Cambridge University Press, 2009), p. 233

<sup>23</sup>Mania and Elham, *The Comparative Effect of Teaching Metacognitive Strategies and Collaborative Strategies Reading on EFL Learners' Reading Comprehension*. IJALEL, Volume 6, No. 3 (May 2017), p. 01

<sup>24</sup>Moh.RafuRiyawi, *The Effect of Applying Collaborative Strategy Reading (CSR) Toward Students Reading Comprehension at The Eight Grade of MTs HubbulwathanDuri*, Al- Ishlah: JurnalPendidikan, Vol.10 No. 01 (2018), p.03

also give positive outcomes for average.<sup>25</sup> It means that the goal of CSR is to help the student difficulties in reading especially in reading comprehension.

In another word, it can be said that CSR is a set of comprehension strategies design to improve students reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group).

## **2. Procedures of Collaborative Strategy Reading (CSR)**

Based on the Vaughan and Klingner, there are procedures of Collaborative Strategy Reading (CSR):

### **a. Preview**

It is happened before reading actually begins, intends to kindle readers interest in reading, to activate their background knowledge, and make them more focus. In this step the teacher gives brainstorming or invites the students to think about what will they already know about the topic and predicting or finding the clues in the title, subheading.

### **b. Click and Clunk**

In this step the students taking place during the reading process, intends to enable the readers to monitor their own reading performance.

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<sup>25</sup>Moh.RafuRiyawi, *Ibid*, p.03

c. Get the gist

It also happening during the reading process, aims to enable the reader to determine the main idea. In this step the teacher asks the students to summarize or restate the most important idea, do not include the supporting details. State the gist by their own word. Then the students are asks to decide the most important place, person, main idea, topic in the text.

d. Wrap-Up

It as a post-reading activity, intends to enable the reader to review what they have and their understanding. The teacher gives the question to the students about the passage and review by thinking about what was important that they learn from the reading text.<sup>26</sup>

In this technique, the role is an important aspect of Collaborative Strategy Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task.<sup>27</sup>

a. Leader, tell the group what to read next and what strategy to use next.

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<sup>26</sup>Mania and Elham, *Op. Cit*, p. 01

<sup>27</sup>Klingner, et al, *Op.Cit*, p. 16



- b. Clunk expert, uses clunk card to remind the group of the steps to follow when trying to figure out the meaning of their clunk.
- c. Gist Expert, guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details.
- d. Announcer, call on group members to read a passage or share an idea.
- e. Encourager, give feedback, and encourager all group members to participate and assist one another.<sup>28</sup>

Therefore, in this

### 3. Advantages and Disadvantages of Collaborative Strategy Reading (CSR)

Klinger and Vaughn state the advantages and disadvantages of Collaborative Strategy Reading (CSR), such as:

- a. Advantages of Collaborative Strategy Reading (CSR)
  - 1. Collaborative Strategy Reading (CSR) was a learning strategy designed to facilitated reading comprehension for the students with reading, learning, and behavior problems include in general education classroom.
  - 2. CSR was designed to address three prevailing education problems:

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<sup>28</sup>Klingner, et al, *Op.Cit.*, P. 16

- How to adequately include struggling reader, English language learners (ELL) and students with reading disabilities in text-related learning.
- How to teach text comprehension strategies that improve students reading comprehension
- How to provide opportunities for struggling reader, English language learners and students with reading disabilities to interact effectively with peer and enhance their achievement.<sup>29</sup>

b. Disadvantages of Collaborative Strategy Reading (CSR)

Midlecamp in Mursalinastated that there are somedisadvantages of CSR. The disadvantages are stated as follows:

- 1) Sometimes there are some students who can not learn as quickly as the others.
- 2) Quiet people may not feel comfortable.<sup>30</sup>

To solve these problems, the teacher should be active guide for the students' that can help them to find their difficulties in teaching and learning process.

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<sup>29</sup>Klingner, et al, *Op.cit.*, P. 2

<sup>30</sup>ShallyMursalina, "The Use Of Collaborative Strategy Reading to Teach Reading". Research in English and Education, Vol. 03 No. 02 (June 2018), p. 163

#### **4. Concept of teaching reading comprehension on Narrative Text using Collaborative Strategy Reading (CSR)**

Collaborative Strategy Reading (CSR) is one of some cooperative learning techniques. It is a way to teach students to be master in learning material. In this study, CSR is used to teach learning English, the researcher choose CSR to influence student's reading skill. Because CSR can help the students to understand about the material in a group if they have problem in reading text they can share it each other. Therefore, the application of using reading text is usually have many problem which got by students. For example: difficult word, comprehend the sentence, finding the main idea, how to read the word or sentence correctly, etc.

From those problem, when the English teaching learning process uses CSR the students can be helped by others. So, the students who get the problem can comprehend the reading text favorably. CSR can be a way for students to communicate their problem when they acquire reading text.

#### **H. Concept of Fix-Up Strategy**

##### **1. Definition Fix-Up Strategy**

Fix up strategy is strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should

provide students with some tools for fixing up their meaning-making. These tools are called fix up options.

Based on Morellionin Indrasari, she stated that fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix up option to catch the message of the text.<sup>31</sup> It is the strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences.

## 2. Procedure of Fix-Up Strategy

Indrasari, states the steps of teaching reading with Fix-Up strategy that adopted from several steps of the theory of fix up strategy. They are follows:

- a. Previewing. The students are asked to look the text at glance. They preview and think what the text is about.
- b. Predicting. The students read the heading or the title of the text and make a prediction what will happen next in the text.
- c. Reading. The students are doing the activity in reading the whole text and check whether their prediction is correct or not.
- d. Making connection. The students think about something that they have experienced which is related to the text.

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<sup>31</sup>NununIndrasari, "The Effectiveness of Using Fix Up Strategy to Teach Reading Viewed from Students' Self-confidence". Jurnal Tadris Bahasa Inggris, Vol. 8 No. 1 (2012), p. 02

- e. Visualizing. The students draw the characters which are stated in the text based on their imagination
- f. Making inference. The students make inference of what they read. It helps the students to sum up the important points of the text they read.
- g. Asking new question and retelling the story. After reading the text, the students should ask questions related to the content of the text and retell what has been read to check whether they understand about the content or not.<sup>32</sup>

### 3. The Advantages and Disadvantages of Fix-Up Strategy

Based on Morellion, there are advantages and disadvantages of fix up strategy. The advantages of fix up strategy are:

- a. This strategy can mirror students' understanding the text,
- b. This strategy can improve students' reading comprehension.

Based on the explanation above, it can be known that fix up strategy can built students' reading comprehension fluency.

Furthermore, there are also the advantages of fix up strategy, are as follows:

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<sup>32</sup>NununIndrasari, *Ibid*, p. 04



- a. When the reader not seeking to ask and answer their question, the reader most certainly has lost interest and may have lost comprehension as well.<sup>33</sup>

To solve this problem, the teacher should guide the students to use fix up strategy. The students' should be provoked by teacher to making some questions.

#### **4. Concept of Teaching Reading Comprehension on Narrative Text Using Fix-Up Strategy**

Fix up strategy is strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. Fix-Up is use to teach learning English, the researcher choose Fix-Up to influence students reading skill.

Fix-Up can be the way for the students to understand about the material that they read easily. Therefore, the application of using this strategy is usually have many problems. For example: difficult word, comprehend the sentence, finding the main idea, how to read the word or sentence correctly, etc.

From those problem, when the English teaching learning process using Fix-Up Strategy the students can be helped by others. So, the

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<sup>33</sup> Judi Morellion, "Collaborative Strategies for Teaching Reading Comprehension", (Chicago: American Library Association, 2007), p. 115

students who get the problem can comprehend the reading text favorably. Fix-Up Strategy can be a way for students to communicate their problem when they acquire reading text.

## **I. Frame of Thinking**

Reading is an important aspect in life because someone cannot know anything without reading. Nowadays, many of students are not able to understanding reading text.

To comprehend the reading text is not easy, moreover reading comprehension of English. Many students find difficulties to catch main idea when they read the text, and they also getting difficulties in meaning of the text. So, they took long time to comprehend the text in reading section. To solve those problems, the researcher should use the suitable technique in teaching reading and learning process.

Collaborative Strategy Reading (CSR) is a part of cooperative learning is an effective technique to influence student reading comprehension by using small group. Students will do the steps who can help them easily to understanding the text. By using Collaborative Strategy Reading (CSR), the students will more active in reading activity, because each member has a role in the group. They must work as they role. The most important of using Collaborative Strategy Reading (CSR) are the students can share and get the information based on the text from another friend in their group. They can discuss and know the purpose of

reading, finding the main idea, finding the details of the text, and others. Therefore they can comprehend the text well.

It can be assumed that Collaborative Strategy Reading (CSR) can help in teaching and learning process. It can be alternative strategy for teaching reading. It is suitable for teaching reading comprehension because the students will understand the content of text easily and its effective strategy for students reading comprehension.

#### **J. Hypothesis**

Ha = There is significant influence of using Collaborative Strategy Reading towards students' reading comprehension in narrative text at the second semester of tenth grade of MAN 02 North Lampung in the academic year 2019/2020.

Ho = There is no significant influence of using Collaborative Strategy Reading towards students' reading comprehension in narrative text at the second semester of tenth grade of MAN 02 North Lampung in the academic year 2019/2020

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